

MAYEWOOD MIDDLE

4300 E. Brewington Rd.
Sumter, SC 29153

GRADES 6-8 Middle School

ENROLLMENT 272 Students

PRINCIPAL Teresa Hancock 803-495-8014

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	30	14

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	No

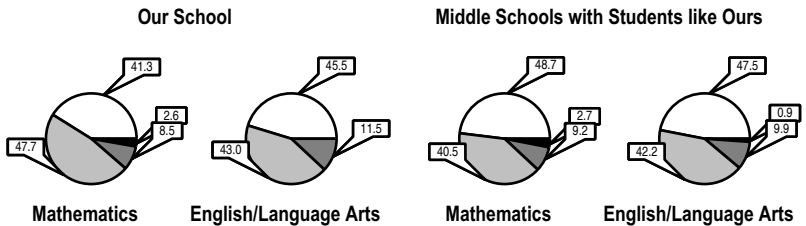
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	254	100.0	45.5	43.0	11.5	0.0	15.7	Yes	Yes
Gender									
Male	140	100.0	54.0	34.1	11.9	0.0	16.7		
Female	114	100.0	35.8	53.2	11.0	0.0	14.7		
Racial/Ethnic Group									
White	10	100.0	11.1	77.8	11.1	0.0	0.0	I/S	I/S
African-American	244	100.0	46.9	41.6	11.5	0.0	15.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	210	100.0	43.8	44.8	11.3	0.0	17.5		
Disabled	44	100.0	53.7	34.1	12.2	0.0	7.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	254	100.0	45.5	43.0	11.5	0.0	15.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	100.0	45.5	43.0	11.5	0.0	15.7		
Socio-Economic Status									
Subsidized meals	222	100.0	47.6	41.3	11.1	0.0	14.4	Yes	Yes
Full-pay meals	32	100.0	29.6	55.6	14.8	0.0	25.9		

Mathematics - State Performance Objective = 15.5%									
All Students	254	100.0	41.3	47.7	8.5	2.6	20.4	Yes	Yes
Gender									
Male	140	100.0	44.4	45.2	7.1	3.2	19.8		
Female	114	100.0	37.6	50.5	10.1	1.8	21.1		
Racial/Ethnic Group									
White	10	100.0	22.2	66.7	11.1	0.0	0.0	I/S	I/S
African American	244	100.0	42.0	46.9	8.4	2.7	19.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	210	100.0	35.6	51.0	10.3	3.1	23.7		
Disabled	44	100.0	68.3	31.7	0.0	0.0	4.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	254	100.0	41.3	47.7	8.5	2.6	20.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	100.0	41.3	47.7	8.5	2.6	20.4		
Socio-Economic Status									
Subsidized meals	222	100.0	42.8	46.2	8.7	2.4	19.2	Yes	Yes
Full-pay meals	32	100.0	29.6	59.3	7.4	3.7	29.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	100	100.0	63.0	33.7	3.3	N/A	3.3
	Grade 7	87	98.9	47.5	47.5	5.0	N/A	5.0
	Grade 8	78	100.0	42.7	49.3	6.7	1.3	8.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	94	100.0	52.2	33.7	14.1	N/A	14.1
	Grade 7	86	100.0	37.5	58.8	3.8	N/A	3.8
	Grade 8	74	100.0	46.6	46.6	6.8	N/A	6.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	100	100.0	48.9	39.1	10.9	1.1	12.0
	Grade 7	87	100.0	50.6	38.3	9.9	1.2	11.1
	Grade 8	78	100.0	36.0	54.7	8.0	1.3	9.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	94	100.0	37.0	42.4	15.2	5.4	20.7
	Grade 7	86	100.0	46.3	46.3	7.5	N/A	7.5
	Grade 8	74	100.0	45.2	50.7	2.7	1.4	4.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 272)				
Students enrolled in high school credit courses (grades 7 & 8)	4.6%	Up from 2.9%	9.3%	14.6%
Retention rate	12.7%	Up from 0.7%	3.8%	3.0%
Attendance rate	95.8%	Up from 95.6%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.5%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		8.5%	5.3%
Eligible for gifted and talented	13.1%	Up from 8.5%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.0%	Down from 16.2%	15.1%	13.9%
Older than usual for grade	18.0%	Up from 16.5%	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 0.7%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	44.4%	Up from 40.0%	46.7%	48.7%
Continuing contract teachers	66.7%	Down from 70.0%	70.7%	81.7%
Highly qualified teachers**	100.0%	N/A	87.7%	90.4%
Teachers with emergency or provisional certificates	17.6%		13.4%	5.3%
Teachers returning from previous year	67.4%	Down from 79.1%	76.0%	85.1%
Teacher attendance rate	94.7%	Up from 92.8%	94.5%	94.8%
Average teacher salary	\$36,813	Down 6.2%	\$38,546	\$40,566
Prof. development days/teacher	14.8 days	Up from 12.9 days	12.0 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.3 to 1	18.7 to 1	21.3 to 1
Prime instructional time	88.9%	Up from 86.0%	88.1%	89.3%
Dollars spent per pupil*	\$8,201	Down 16.8%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	57.1%	Down from 58.6%	60.3%	61.8%
Opportunities in the arts	Poor	Down from Fair	Good	Good
Parents attending conferences	76.5%	Up from 56.7%	83.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mayewood Middle School is a thriving school focused on improving reading, writing, mathematical problem solving, and family involvement. Students in all classrooms are exposed to the same strong, age-appropriate curriculum driven by South Carolina Standards and the America's Choice School Design (ACSD) performance standards. The ACSD is a comprehensive reform model that aims to transform the school into a literary culture. The curriculum is enriched with hands-on learning experiences and extensive age-appropriate novels and other books. The 2003-2004 school year was Mayewood's third year utilizing the ACSD.

Academic excellence is at the forefront of all that we do to help students meet and exceed the SC Standards in reading/language arts and mathematics. In the coming year, we will continue to aggressively implement a program of academic reform to help all students meet and exceed the standards. All available resources will be used to improve student literary and math skills. Academic academies, a homework center, and an after-school tutorial program will continue to be offered in order to provide students with differentiated instruction to meet their particular needs.

The staff remains committed to providing a strong educational program with high expectations for student achievement. "Vikings: Striving to open the doors to success" is our motto and serves as the driving force as we provide an excellent instructional program, personalized guidance, mentor program, school to work opportunities, and recognition and incentives programs to ensure success in all areas of school life.

Parents are invited to take an active role in the school's instructional and extracurricular programs. Our PTSA has played a vital part in the instructional and professional development areas in the school. We continue to seek the assistance of parents in helping to provide students with unique experiences in all learning areas. Parents are invited to serve as volunteers, join the PTSA, become a part of the School Improvement Council, serve on the Strategic Plan Committee, attend field trips, visit classrooms, and actively participate in our academic program.

Teresa Hancock, Principal

Bevin Collier, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	62	49
Percent satisfied with learning environment	40.0%	57.4%	73.5%
Percent satisfied with social and physical environment	42.9%	58.3%	63.0%
Percent satisfied with home-school relations	46.7%	82.3%	68.1%

*Only students at the highest middle school grade level at this school and their parents were included.